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ABSTRACT

The Texas Teacher Appraisal System (TTAS), which evaluates teachers for career ladder placement, is compared with Hunter's model of effective teaching behaviors in this report. Teaching behaviors set forth in each model include encouraging student participation, providing feedback, efficiently managing instructional time, effectively organizing learning material, relating students' experiences to lesson content, and respecting students. The primary difference is that the TTAS focuses on teachers' professional growth and responsibilities, while the Hunter model presents no equivalent. A conclusion is that both are excellent models of teaching effectiveness and are applicable to various grade levels. A TTAS field practice form is contained in the appendix. (2 references) (LMI)

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# THE TEXAS TEACHER APPRAISAL SYSTEM AND MASTERY TEACHING: A COMPARATIVE ANALYSIS

A paper prepared for
The University of Texas at Austin
Department of Educational Administration

EDA 381K
Systems of Analysis and Observation of Instruction

April 26, 1991

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During the 1986-87 school year, the state of Texas implemented the Texas Teacher Appraisal System (TTAS) as a result of House Bill 72. HB 72 directed the State Board of Education "to adopt an appraisal process and criteria in order to appraise Texas teachers for career ladder placement." Before the system was implemented, the Texas Education Agency reviewed literature on teacher effectiveness, surveyed other states with state-wide appraisal systems, and gathered information from 156 school districts in Texas. A list of teaching behaviors was derived from the survey, and a pilot program was implemented in six Texas school districts in October of 1985.

The TTAS instrument is said not to be partial to any "single model of teaching," however; upon examination of the techniques included in Madeline Hunter's model of effective teaching behaviors, I found a number of similarities between the two.

The five broad domains or categories of behavior included in the TTAS are as follows:

DOMAIN I-INSTRUCTIONAL STRATEGIES

DOMAIN II-CLASSROOM MANAGEMENT AND ORGANIZATION

DOMAIN III-PRESENTATION OF SUBJECT MATTER

DOMAIN IV-LEARNING ENVIRONMENT

DOMAIN V-PROFESSIONAL GROWTH AND RESPONSIBILITIES

Within these five domains are a total of thirteen criteria or subgroups of behaviors. The criteria are further divided into specific behaviors called "indicators" of which there are 65. Madeline Hunter does not label and number each specific act that is to be observed in excellent; however, she does outline broad headings under which she places examples of appropriate teaching behaviors. The categories that Madeline Hunter list are:

--Content

--Learning Behavior of Student

--Decision Regarding Teacher Behavior

--Increasing Student Motivation

--Getting Students Set To Learn

--Providing Information Effectively

--Teaching To Both Halves of the Brain

--Modeling What You Mean

--Making Material Meaningful

--Checking Students' Understanding

--Designing Effective Practice

--Guiding Initial Practice

--Extending Students' Thinking

--Dignifying Errors To Promote Learning

--Using Time To Promote Learning

--Teaching So Students Remember

--Teaching For Transfer

In Domain I of the TTAS instrument, there are several teaching behaviors which coincide with Hunter's View of Effective Teaching. One example is Domain I-Criterion 1: "Provides opportunities for students to participate actively and successfully."

Hunter suggests under the heading "Learning Behavior of Student" that teachers use a combination of reading, discussing, listening, observing, and doing in order to get students actively involved in the learning process. Domain I-Criterion 2 of the TTAS instrument reads: "Evaluates and provides feedback on student progress during instruction." In Hunter's model this is referred to as "checking students' understanding." Both require that teachers perform such activities as asking students questions as a group and awaiting a signalled response or asking individual students for responses. If a number of students do not understand the content being taught, then reteaching is required by TTAS and is strongly suggested by Madeline Hunter. Either way students are to be informed of their correctness or wrongness in class during instruction.

Using the time allotted, teachers should be able to assist students in achieving more learning, according to Madeline Hunter, if

teachers provide "sponge activities" which "soak up" any extra time left at the completion of a lesson. Doing this would help teachers get credit in Domain II-Criterion 4a of TTAS which states: "Begins promptly/avoids wasting time at the end of the instructional period." The instrument does not allow for the teacher or students to "run out of things to do."

Domain III ("Presentation of Subject Matter") is one which specifies behaviors that are easily observable in Hunter's model. Indicators a.("begins instruction /activity with an appropriate introduction"), b.("presents information in an appropriate sequence"), c.("relates content to prior or future learning"), e.("provides for elaboration of critical attributes of concepts, skills, and/or attitudes and interests"), and g. ("provides opportunities for application") all seem to be taken directly from ideas presented by Madeline Hunter. Hunter recommends that "instructional objectives be articulated" by

the teacher and that each lesson begin with a review followed by an anticipatory set in order to focus students' attention on the task. Once this has been accomplished, information should be organized so that students have "basic foundations of concepts and generalizations on which to build more complex understandings." (In the TTAS instrument this same idea is worded as follows in the examples/explanation of indicator "b.": "...the teacher moves from simple to complex, concrete to abstract, specific to general...") At this point, both suggest that the teacher "model," the information or process.

Hunter also says that in order to increase student motivation, materials would be related to students' lives, and in order to further impact acquisition of knowledge, critical attributes should be highlighted. She believes that using examples from students' experiences and increasing students level of concern stimulates the effort to learn. In Domain IV ("Learning Environment"),

Criterion 8 is "Using strategies to motivate students for learning." In the explanation of indicator "a", the TTAS instrument suggests that "the tacher may use real or hypothetical examples/cases to increase student perception of relevance of content." An effective method of doing this is by "relating students' experiences to lesson content."

The final set of behaviors that are observable in the classroom come under the heading of "Learning Environment" in the TTAS instrument. The indicators suggest that teachers be supported and avoid sarcasm and negative criticism, establish a climate of courtesy and respect, encourage slow and reluctant students and establish and maintain a positive rapport with students." Hunter, however, believes that which ever feeling tone on a continuum ranging from pleasant to neutral to unpleasant is appropriate for the overall class should be the one that the teacher establishes and maintains, but she agrees that "slow" students who might give

incorrecrt answers should be able to keep their dignity when being corrected and should be provided the opportunity to be successful.

Domain V (Professional Growth and Responsibilities") of TTAS concentrates specifically on the teacher rather than the students. Madeline Hunter presents no equivalent in her model.

Upon careful examination of the Texas Teacher Appraisal System one can readily see that at least parts of the foundation of the instrument are based on Madeline Hunter's Mastery Teaching model. Both appear to be excellent examples of how effective teaching should take place and are applicable in any classroom at various grade levels.

BIBLIOGRAPHY

Hunter, Madeline. Mastery Teaching. California: TIP Publications, 1985.

Texas Education Agency. "Texas Teacher Appraisal System," Austin, Texas 1989-90.

[NOT OFFICIAL OR]

# Field Practice Form

Name of Appraiser Candidate _____

SS# _____ - _____ - _____ Date of Field Practice Observation _____

TTAS Training Site _____

TTAS Training Date _____

Check (✓) one: Update _____ 40 hour _____ Witnesses _____

_____

_____

_____

*(Please Print)*

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**TEXAS EDUCATION AGENCY**

## Texas Teacher Appraisal System
### Observation/Evaluation Record
**School Year 19____-____**

Observation Record Date _____
Evaluation Record Date _____

Teacher _____ Assignment/Grade _____ Appraisal Period 1 or 2 (circle)

Appraiser _____ Title: Teacher's Supervisor _____ Other Appraiser _____

Subject Area Observed _____ Observation Date _____

Beginning Time _____ Ending Time _____ Scheduled _____ Unscheduled _____

## I. Instructional Strategies

| | | SE |
|---|---|---|
| 1. Provides opportunities for students to participate actively and successfully. | a. varies activities appropriately | 1 |
| | b. interacts with group(s) appropriately | 1 |
| | c. solicits student participation | 1 |
| | d. extends responses/contributions | 1 |
| | e. provides time for response/ consideration | 1 |
| | f. implements at appropriate level | 1 |
| | **Exceptional Quality** | 3 |
| 2. Evaluates and provides feedback on student progress during instruction. | a. communicates learning expectations | 1 |
| | b. monitors student performance | 1 |
| | c. solicits responses/demonstrations for assessment | 1 |
| | d. reinforces correct response/ performances | 1 |
| | e. provides corrective feedback/ clarifies/none needed | 1 |
| | f. reteaches/none needed | 1 |
| | **Exceptional Quality** | 3 |

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL _____ (SE + EO)



R-88

## II. Classroom Management and Organization

Teacher _____

3. Organizes materials and students.

a. secures student attention 1
b. uses procedures/routines 1
c. gives clear administrative directions/none needed 1
d. maintains appropriate seating/grouping 1
e. has materials/aids/facilities ready 1

**Exceptional Quality** 3

4. Maximizes amount of time available for instruction.

a. begins promptly/avoids waste at end 1
b. implements appropriate sequence of activities 1
c. maintains appropriate pace 1
d. maintains focus 1
e. keeps students engaged 1

**Exceptional Quality** 3

5. Manages student behavior.

a. specifies expectations for behavior/none needed 1
b. prevents off-task behavior/none needed 1
c. redirects/stops inappropriate/disruptive behavior/none needed 1
d. applies rules consistently and fairly/none needed 1
e. reinforces desired behavior when appropriate 1

**Exceptional Quality** 3

FOR EVALUATION RECORD
DOMAIN CREDIT TOTAL [ ]
(SE + EQ)

## III. Presentation of Subject Matter

6. Teaches for cognitive, affective, and/or psychomotor learning.

a. begins with appropriate introduction 1
b. presents information in appropriate sequence 1
c. relates content to prior/future learning 1
d. defines/describes concepts: skills, attitudes, interests 1
e. elaborates critical attributes 1
f. stresses generalization/principle/rule 1
g. provides for application 1
h. closes instruction appropriately 1

**Exceptional Quality** 3

## III. Presentation of Subject Matter *(continued)*

Teacher _____

7. Uses effective communication skills.

_____
_____
_____
_____
_____
_____
_____
_____

a. makes no significant errors 1
b. explains content/task(s) clearly 1
c. stresses important points/dimensions 1
d. uses correct grammar 1
e. uses accurate language 1
f. demonstrates written skills 1

**Exceptional Quality** 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL [ ]
(SE + EQ)

## IV. Learning Environment

8. Uses strategies to motivate students for learning.

_____
_____
_____
_____
_____
_____
_____
_____

a. relates content to interests/ experiences 1
b. emphasizes value/importance of activity/content 1
c. reinforces/praises efforts 1
d. challenges students 1

**Exceptional Quality** 3

9. Maintains supportive environment.

_____
_____
_____
_____
_____
_____
_____
_____

a. avoids sarcasm/negative criticism 1
b. establishes climate of courtesy 1
c. encourages slow/reluctant students 1
d. establishes and maintains positive rapport 1

**Exceptional Quality** 3

FOR EVALUATION RECORD DOMAIN CREDIT TOTAL [ ]
(SE + EQ)

## V. Professional Growth and Responsibilities

10. Plans for and engages in professional development.

_____
_____
_____
_____
_____
_____
_____
_____

a. progresses in growth requirements or none needed 1
b. stays current in content taught 1
c. stays current in instructional methodology 1